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ABSTRACT

This document deals with testing in communication arts for third graders in Missouri public schools. A story from "Highlights for Children" ("The Night the Lights Went Out") was used as a passage for Session 1 of the Missouri Assessment Program (MAP) test. The test provides five reading and writing activities from the story. Next, a passage from the poem "This Big Cat" (from "This Big Cat and Other Cats I've Known") and items 13 and 14, to be answered by the students, are presented. Following this, the students are given a writing prompt, including directions on how to write and revise a first draft and a writer's checklist. The document then offers scoring guides for the Session 1 items and the writing prompt in Session 2. (NKA)

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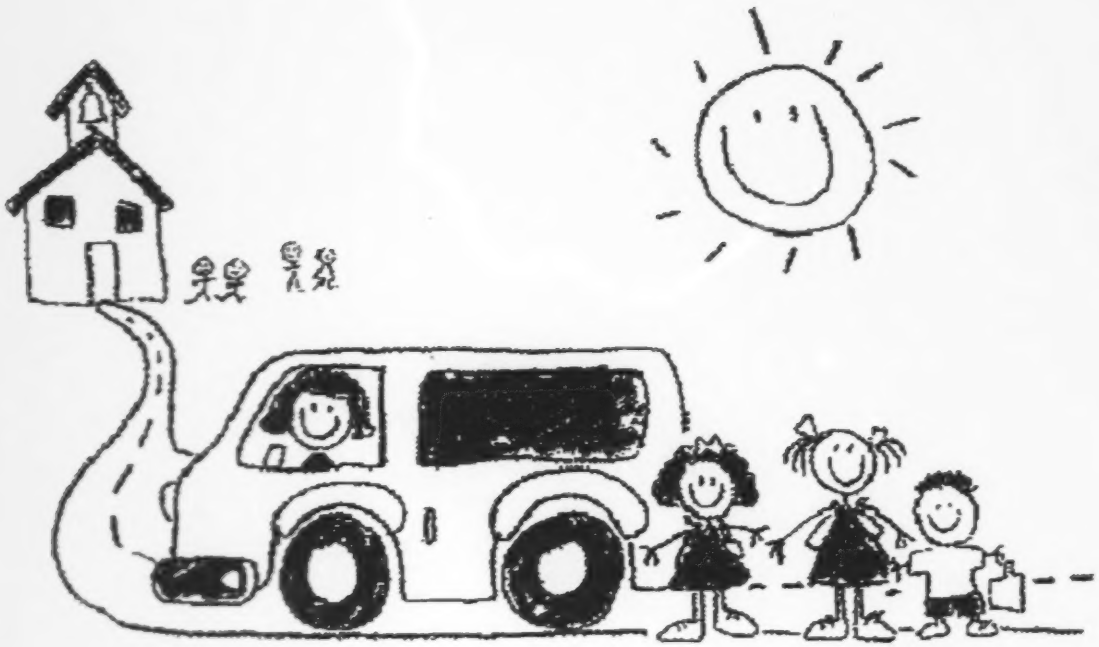

MAP Spring 1999

Released Items & Rubrics
Grade 3
Communication Arts

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MAP Spring 1999

Released Items & Rubrics
Grade 3
Communication Arts

Published by the
Missouri Department of Elementary and Secondary Education
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Robert E. Bartman, Commissioner of Education

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A story from *Highlights for Children* was used as a passage for Session 1 of the Elementary Communication Arts Missouri Assessment Performance (MAP) test.

The Night the Lights Went Out. By: Rattigan, Jama Kim.,
Highlights for Children, Oct96, Vol. 5 1 Issue 10, p6, lp, 1 bw

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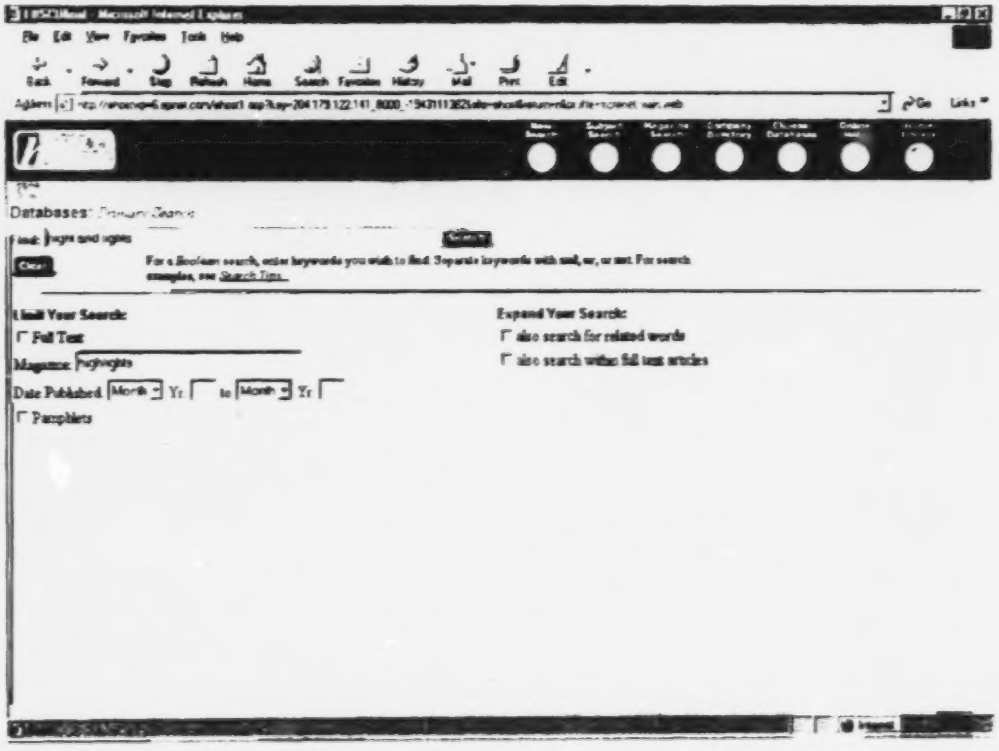

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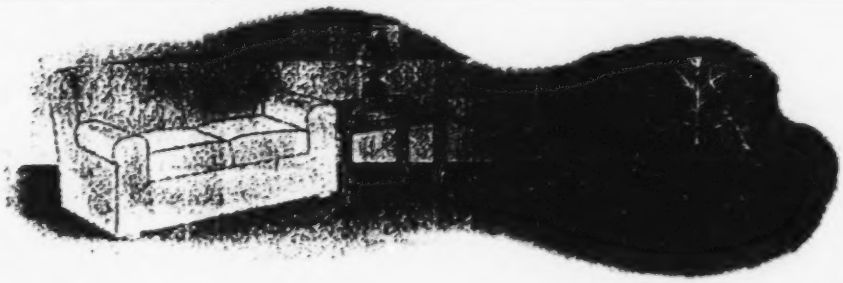
1 Describe the weather in the story. Then explain why the weather is important to the story. Use information from the story in your answer.

2 Read this sentence from the story:

Lights always go out *after* homework.

Why does the boy think this? What does he think about doing homework? Use information from the story in your answer.



Go On

3 When the lights go out, the mom says the following:

"Oh no! … Oh, my beautiful angel softies! They're deflating!"

What are **angel softies**? What information in the story explains what they are?

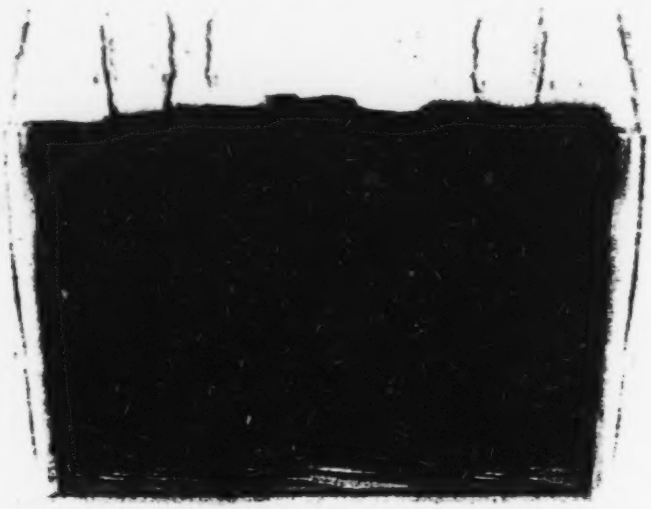
4 Besides talking, what is ONE thing each of the characters in the story did to keep busy after the electricity went out?

Mom

Dad

Boy

5 In your own words, tell a younger student what happens in the story "The Night the Lights Went Out."



Go On

The poem "This Big Cat" from ***This Big Cat and Other Cats I've Known***
by Beatrice Schenk de Regniers
copyrighted **1958, 1985, 1986**
was used as a passage for
Session 1 of the
Elementary Communication Arts
Missouri Assessment
Performance (MAP) test.

13 When the cat in the poem was small, he could fit inside the shoebox. In EACH empty circle, write a word or words that describe what the cat is like today.

14 Is the cat happy even though he doesn't fit in his box? How can you tell? Use two examples from the poem in your answer.

WRITING

Directions

Read the prompt in the box below.

> Machines, robots, or computers do a lot of things that used to be done by people. Write a story about a **make-believe** place where everything is done by machines, robots, or computers.

Use the space below for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing). You should use the prewriting activity that you usually use in class to plan your writing. Your work on this page will not be scored.

Go On

Directions

Write the first draft of your paper on Pages 4 through 6. Look back at the prompt and your prewriting activity for ideas.

DRAFT

DRAFT

Go *On*

DRAFT

FINAL COPY

Directions

***Now* you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.**

Writer's Checklist

- ☐ My paper has a beginning, a middle, and an end.
- ☐ My paper stays on the topic.
- ☐ My paper has complete sentences.
- ☐ My paper includes correct punctuation, capitalization, and spelling.

For every box you did not check, make the needed changes on your draft before you write your final copy on Pages 9 through 11.

FINAL COPY

Go On

FINAL COPY

FINAL COPY

Session: 1
Item: 1
Page: 5
Content Standard(s): CA2
Process Standard(s): 3.5

Item 1:
Describe the weather in the story. Then explain why the weather is important to the story. Use information from the story in your answer.

Example of a top score-point response:
weather
There was a big thunderstorm/rainstorm.
OR
Lightning flashed-/Thunder boomed./Rain poured down.
importance
That is probably why the lights went out.

Score Points:
2 points Response includes a description of the weather and explains why it is important to the story.
1 point Response includes either a description of the weather OR an explanation for why it is important but not both.
0 points other

Session: 1
Item: 2
Page: 5
Content Standard(s): CA2
Process Standard(s): 3.5

Item 2:
Read this sentence from the story:

Lights always go out ***after*** homework.

Why does the boy think this? What does he think about doing homework? Use information from the story in your answer.

Example of a top score-point response:
It would be better if the lights went out before it was time to do homework. That way he wouldn't have to do homework. He probably does not like to do homework or would rather do something else.

Score Points:
2 points Response tells why the boy says (or thinks) what he does and explains what he thinks about homework.
1 point Response tells why the boy says what he does OR explains what he thinks about homework, but does not include both components of the question.
0 points other

GENERAL SCORING NOTE: Student may reverse the order of his answers and still receive <u>full credit</u>, i.e., "what" may come before "why" in terms of sequence.

Session: 1
Item: 3
Page: 6
Content Standard(s): CA2
Process Standard(s): 1.5

Item 3:
When the lights go out, the mom says the following:

"Oh no!...Oh, my beautiful angel softies! They're deflating!"

What are angel softies? What information in the story explains what they are?

Example of a top score-point response:
Angel softies are some kind of food because Mom goes to look at them in the oven.
OR
They are some kind of craft item such as a decoration, t-shirt with an angel, etc., that needs to be baked, since they are in the oven and "puff" up.

Score Points:
2 points Response accurately describes a "softie" as a food or craft, and makes a correct reference to the oven-or cooking/baking/heating-or other cooking process.
1 point Response accurately describes a "softie" as a food or craft (only) OR makes a correct reference to the oven-or cooking/baking/heating-or other cooking process (only).
0 points other

GENERAL SCORING NOTE: Response must provide a logical deduction.

Session: 1
Item: 4
Page: 6
Content Standard(s): CA2
Process Standard(s): 1.5

Item 4:
Besides talking, what is ONE thing each of the characters in the story did to keep busy after the electricity went out?

Examples of top score-point responses:

Mom
- read a story aloud
- listened to a story
- named things that need electricity
- talked about vacation

Dad
- told a story he had heard from Grandpa when he was a boy
- ate crackers with peanut butter
- listened to a story
- named things that need electricity
- talked about vacation

Boy
- fixed crackers with peanut butter
- ate crackers with peanut butter
- hugged the dog
- listened to some stories
- named things that need electricity
- talked about vacation

Score Points:
2 points Response includes version of one example of what each character did to keep busy.
1 point Response includes version of one example for one or two characters (only).
0 points other

GENERAL SCORiNG NOTE: Response must include more than just one brief activity for each character. For example, responses describing cursory activities such as "checked the oven," "turned off switches," "looked out the window" would not receive credit. Student must make reference to activities that someone would do to ***keep*** busy.

NOTE: Responses involving talking are acceptable if they are specific as listed in the examples. The response cannot merely state that they talked.

Session: 1
Item: 5
Page: 7
Content Standard(s): CA4, CA2
Process Standard(s): 2.1

Item 5:
In your own words, tell a younger student what happens in the story "The Night the Lights Went Out."

Example of a top score-point response:
There was a big thunderstorm and after dinner the lights went out. The boy had finished doing his homework, but Dad couldn't watch the playoffs or work on his computer. Mom's angel softies she had in the oven didn't puff up. Mom lit a candle, and the dog licked the boy's neck. There was no electricity, so there was no television and no sounds that appliances usually made. The family ate cold snacks, and read and told stories by candlelight.

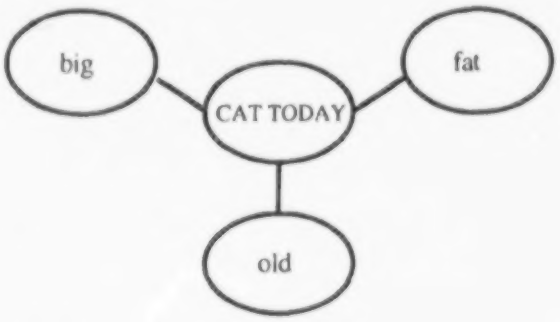
Score Points:

2 points	Response shows evidence of summarizing or retelling that includes important events and activities of the main characters.
1 point	Response is a partial summary or retelling that may include too much focus on one aspect of the story, or leaves out some important aspect(s) of the story.
0 points	other

Session: 1
Item: 13
Page: 15
Content Standard(s): CA2
Process Standard(s): **1.6,1.8**

Item **13:**
When the cat in the poem was small, he could fit inside the shoebox. In EACH empty circle, write a word or words that describe what the cat is like today.

Example of a top score-point response:



Other acceptable responses may include:
big paws
too big for the shoebox

Score Points:
2 points Response includes version of three examples.
1 point Response includes version of one or two examples.
0 points other

GENERAL SCORING NOTE: References to the cat's not recognizing/realizing his own changes would receive credit. For example: "The cat has really big feet. The cat is kind of chubby. And the cat doesn't think he's changed." This would receive full credit.

Session: 1
Item: 14
Page: 15
Content Standard(s): CA2
Process Standard(s): 3.5

Item 14:
Is the cat happy even though he doesn't tit in his box? How can you tell? Use two examples from the poem in your answer.

Examples of top score-point responses:

The cat is happy because:
The cat purrs.
The cat closes its eyes and dreams like it used to when it was little.
The cat is in its favorite place (shoebox).
He still feels the same.
He doesn't think he's changed.

Score Points:
2 points Response states (or implies) that the cat is happy and gives a version of two examples.
1 point Response states (or implies) that the cat is happy and gives a version of one example.
0 points other

GENERAL SCORING NOTE: Examples may be derived from the illustration. For example: "He is a happy cat because he is in his most favorite place. Also, he looks very comfortable in the ***picture.***" This would receive full credit.

Scoring Rubric
Writing Prompt
Session 2
ELEMENTARY
[Grade 3]

4 Points

The paper:

- has an effective beginning, middle, and end.
- contains a clear controlling idea.
- clearly addresses the topic.
- consistently uses complete sentences.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- has a beginning, middle, and end.
- contains a controlling idea.
- generally addresses the topic.
- generally uses complete sentences.
- may contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.

2 Points

The paper:

- has evidence of a beginning, middle, and end.
- contains a general sense of direction, but may lack focus.
- attempts to address the topic.
- contains some incomplete sentences that may be distracting to the reader.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- may lack evidence of a beginning, middle, and/or end.
- is difficult to follow and lacks focus.
- does not address the topic.
- includes incomplete sentences that are distracting to the reader.
- contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that are distracting to the reader.